DOCUMENT RESUME

ED 201 201 FL 012 235

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TITLE The Errors in Written English Made by Students at the Papua New Guinea University of Technology. Final Report. Research Report R47-80.
INSTITUTION Papua New Guinea Univ. of Technology, Lae.
PUB DATE Nov 80
NOTE 114p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *English (Second Language); *Error Analysis (Language); Higher Education; Oral Language; Pronunciation; Reading Habits; Teaching Methods; *Writing (Composition); Written Language
IDENTIFIERS Papua New Guinea

ABSTRACT

Errors made by first and second year university students are grouped into categories and means for dealing with these errors are suggested. The article is divided into six parts. The introduction includes information about: (1) the linguistic background of the students and the university staff, (2) the educational system, (3) some language problems present in the daily routine of the university, and (4) style and order in the students' written English. Section One deals with the methodology and materials used in the study and provides additional background information about the students. In Section Two, error categories are listed, the implications of the error percentages are discussed, and some differences between first and second year students are mentioned. In Section Three, the major error types are analyzed, examples are provided, and possible explanations for their occurrence are suggested. The conclusion offers a tentative teaching methodology to aid instructors in remedying the errors. Comprehensive lists of the actual errors made by the students, sub-divided into five main categories, are presented in the appendices. (Author/JK)

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THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

RESEARCH REPORT R 47-80

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THE ERRORS IN WRITTEN ENGLISH MADE BY STUDENTS AT THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

BY

SUSANNE HOLZKNECHT and MICHAEL SMITHIES.

FL012235

The errors in written English made by students at the Papua New Guinea University of Technology

by

Susanne Holzknecht and Michael Smithies

Final Report

Research Project No 142

Department of Language and Social Science

Papua New Guinea University of Technology

Lae

January 1980

(amended November 1980)

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PREFACE

This analysis of students' errors in English at the Papua New Guinea University of Technology was undertaken in order to establish what precisely were the mistakes in language use being made, and from that to point to causes for the errors. The research project was not intended to provide ideal formulae for their rectification, but some possible ways of overcoming the errors are suggested in the final section. All lecturers anywhere complain about the faulty modes of expression of their students, but early in the investigation it became clear that the definition of error posed a serious question: was there emerging a PNG variety of English which was deviant from the norm but not in itself erroneous? We eventually decided that error was a deviation from accepted standard English forms and that a fixed variety of PNG English had yet to emerge. At this stage students at the tertiary level could be expected to adhere to standard forms.

Three somewhat unexpected factors emerged during the investigations: firstly, that a vast number of errors in writing is caused by errors in pronunciation; secondly that a significant number of errors was simply caused by carelessness; and thirdly that students probably make more mistakes in writing than they would if they read a lot more.

The research began in April 1978, was suspended from July to October 1979, and was completed in January 1980. During this period two journeys were made to check results obtained here with findings of a related project at the University of Papua New Guinea in Port Moresby. The project was largely conducted by the research assistant engaged for it.

ACKNOWLEDGEMENTS

Firstly, we would like to thank the Research Committee of the University of Technology for granting the funds for this research project during 1978 and 1979. Many thanks are due to all the lecturers in the Department of Language and Social Science who made material from their classes available for the research, often at some inconvenience to themselves and their teaching timetables. In the Department of Language and Social Science we would like particularly to thank Dr. Andrew Taylor for his comments on the final draft. We also thank the students whose work we used and dissected.

The authors would also like to thank the staff of the Language Department, University of Papua New Guinea, Port Moresby, especially Anne-Marie Smith, Brian Cheetham, and Franz Liefrink, with whom we discussed the project at various stages, and who unfailingly gave support and suggestions.

Lastly, we thank Gillian Lea who typed the final version of this report.

SUMMARY

The purpose of this research was to identify areas in which students at the Papua New Guinea University of Technology make errors in written English, and to suggest ways in which these errors can be remedied.

Material used was from work done by first and second year students in 1978. Teachers of these students supplied material produced in English classes to the researchers for analysis. This material was analysed, and the deviations from standard English were categorised.

In the Introduction, the linguistic background of tertiary students in PNG is outlined, with respect to their differences in first language, and their abilities to speak the two main lingua franca of the country, Tok Pisin and Hiri Motu. Information about the educational system experienced by the students is also given. This is contrasted with the linguistic background of the staff of the University of Technology, and some of the language problems encountered in the day-to-day running of the institution are outlined. Finally, general observations are made about style and order in the students' written English.

The first section of the report deals with the methodology of the study and the materials used, and presents relevant background information on the students whose work was the basis of the study. In the next section, all categories of errors identified by the researchers are listed, with examples for each category. A table showing percentages of the total number of errors for each category of errors, follows this list. The table is followed by a discussion of the implications of these percentages. A short discussion of the differences between the results for first and second year students concludes this section.

In Section 3 major types of common errors are analysed in detail, with examples. The types of error chosen for detailed treatment are errors due to faulty pronunciation, carelessness, plural errors, errors in agreement, errors in phrasal verbs, article and preposition errors. Some possible explanations of why these errors occur are put forward.

The report concludes with a tentative teaching methodology which could help lecturers in remedying many of the errors made by students in the course of their studies.

The Appendices contain lists of errors made in five of the main categories chosen for detailed treatment.

INTRODUCTION

All university students make language mistakes, even native speakers. Lecturers in Australia, the United Kingdom and the United States complain that the level of their students' English is poor and they do not express themselves with sufficient clarity or sufficiently correctly. It is therefore hardly surprising that students whose mother tongue is not English should be less than perfect in their language proficiency. Allowances are made for those in a foreign language situation (i.e. where English is only used as means of communication with persons from outside the country, as in Indonesia, Thailand or Japan) but students in a second language situation (where the language is used as a means of communication within the country, as in Papua New Guinea, Fiji or Nigeria) are assumed to have mastered the language sufficiently, after numerous years of schooling in English, and to have near-native fluency.

That this assumption is incorrect can soon be discovered after reading the work of almost any student in the Papua New Guinea University of Technology (PNGUT). Before considering the kinds of errors the students make, their language and learning situations need to be considered.

In the first place, English is almost certainly not the student's second language. The majority of students arriving at PNGUT speak one, two or three of the more than seven hundred indigenous languages of the country, usually referred to as tok ples. The Pidgin term is significant in itself. The language situation in PNG is so fragmented that most languages only count a few thousand speakers, and the largest, Enga, only 150,000. The languages of the country are divided by linguists into two groups, Austronesian and Non-Austronesian. The former, sometimes referred to as Malayo-Polynesian, are found in scattered pockets, mostly on or near the coast, and relate to languages from Madagascar to Easter Island across the Pacific; the Non-Austronesian languages, sometimes called Papuan languages, fall into one very large and several smaller groups. However, they have few relatives outside Papua New Guinea and Irian Jaya, and then only in parts of the Solomon Islands and eastern Indonesia. The local languages are therefore strictly local, and none has national significance.

This situation has encouraged the growth of the two main lingua franca of the country, Pidgin (Tok Pisin, New Guinea Pidgin

or Neo-Melanesian) and Hiri Motu (Police Motu). Both are pidgins, one usually considered as being derived from English, the other from Motu, and both grew up from the need to communicate within the country. Pidgin is by far the more widespread, the use of Hiri Motu being confined to areas along the south coast mostly near the capital Port Moresby. As urbanisation increases, so the number of native speakers of Pidgin or Hiri Motu is beginning to increase, but they are still very few at present. However, some 10% of PNGUT first and second year students claim Pidgin as their mother tongue.

Consequently people who move outside the village are likely to use Pidgin, or more rarely Hiri Motu, in order to communicate. They are more likely to continue to use Pidgin in most situations outside that of their own village rather than switch to the official language of the country, English, the language of education, law, government and the armed forces (though Pidgin is also used in the government and the armed forces). The internal use of English is largely confined to these restricted areas. English is used to communicate with non-nationals, but in these circumstances its use is effectively in a foreign language situation. In government use of English is not essential: members of parliament can speak in English, Pidgin or Hiri Motu, and tax forms are printed in English and Pidgin. But, as Latin was essential to the mediaeval clerical elite who formed the professions, so English is essential to the modern educated elite of PNG aspiring to the positions of influence and leadership.

Little primary education is given in the local vernacular languages. One reason, of course, is that a number of languages have too few speakers to make the proposition viable. The government also places stringent conditions on the funding of primary education in vernaculars, and this applies to Pidgin and Hiri Motu education too. Most primary education is given, for better or worse, in the medium of English, which is the indisputed language of secondary and tertiary education. However, most students arrive at primary school with no knowledge of English, and live in a fog of incomprehension for a few years until this modern Latin begins by force of repetition to make some sense. Students then learn to develop the survival strategies well described in Teaching at Tertiary Institutions in PNG produced by the Department of Language at University of Papua New Guinea. However, they use Pidgin, or tok ples, to communicate with each other in the playground.

In all educational systems in developing countries there is considerable attrition as one moves up the educational ladder. Those who reach secondary education (Grade 7) are indeed survivors and for them a command of English is certainly important. The survivors of the four years of secondary school can hope to go to the national high schools for two years and those who survive this can expect to go to one of the two universities or other tertiary institutions. Economic and family pressures at the secondary level are strong: money is needed for secondary education, which is not entirely free, and parents have to be relatively affluent and educated themselves to realise the value of a secondary education for their children. A less well provided family is more likely to expect a son or daughter to help with the market gardening or start contributing to the family income in some other way. A casual investigation of the educational backgrounds of university students reveals that many have changed school frequently from one part of the country to another, often because their parents are public servants who have been transferred every two or three years.

A further point to remember is that nearly all students have been brought up in an oral tradition. Less than half of the vernacular languages are written down, largely because many have so few speakers. Stories and traditions are handed down orally and kept in the memory. Ordinary everyday narrative is straightforward, starting at the beginning and ending at the end. Pidgin spread from the need to communicate orally between people from different parts of the country, or between the colonial masters and the colonised. Hiri Motu was encouraged by one governor of Papua (Hubert Murray) because he despised what he considered bastard English (i.e. Pidgin). Written in Pidgin alone is the weekly Wantok newspaper, the New Testament (more than 100,000 copies sold) and religious tracts, and a variety of extension work material, as well as the government's publication Nius bilong Yumi. Nevertheless, most communication in writing appears to be in the medium of English; letters from government departments are invariably in English, though numerous private letters are written in Pidgin. But in a country where oral traditions are strong, the need to write is not strongly felt, nor is the need to read. There is no reading habit, except what the poorly endowed school libraries can foster, usually with inappropriate literature (either in linguistic level or social background). Books are not readily available and cost money. The tendency to communicate orally shows itself in the extensive use of the telephone; apart from being

quicker and more reliable, it is a more natural means of communication than writing a letter, and the large telephone bills of individuals and government offices reflect this.

PNG students arriving at the university then are survivors, economic, linguistic and academic. They might appreciate education for what they can ultimately get out of it (in this they are no different from their western counterparts). They use an alien elite language to communicate in modes which for the majority are naturally strange to them. Is it any wonder, in the circumstances, that they are initially confused by the approach to learning practiced in the university?

If the students arriving at the university have a linguistic background with a few equals in the world, that of the staff is not much less diverse. At first most staff were naturally Australian, but the lack of attractiveness of PNG university salaries, as far as Australians are concerned, has meant that they are now in a minority. There are now many Britons, sometimes with marked and unfamiliar regional accents, and a few Americans; non-native speakers of English from third world countries have been increasingly appointed. These non-native speakers of English, having been brought up in countries where their own variant of English is readily understood, wrongly assume they will be equally readily understood in PNG. The need to simplify both content and language is not always seen to be of paramount importance in the institution by lecturers who may not always appreciate the diverse and particular linguistic (not to mention cultural) background of the students.

Pike, at a lecture given in PNGUT in 1979, made the point that narrative styles in many PNG languages are straightforward, with no constructions, so common in scientific English, like 'Before doing X, Y must be done.' One would assume that a step-by-step process would then be followed in English, but unfortunately this is not always the case. Frequently steps are left out so that the assembled paragraph (or report, on a larger scale) appears to be illogical and to have jumped incoherently from one topic to another.

'The fight started after the influence of liquor'
'... a little bodily harm which interferes with the health of a person resulting in death is a poor health of the deceased's case'
'Within a few days later he died instantly.'
'He said, it was the cause of the punch that the old man gave him.'
'Also, the way in which the defendants who plead guilty were fined, depending on how serious the case was, of which I think isn't proper'
'Using some instrument which we didn't know how to use, we learned a great deal from each other, correcting each others mistakes.'

Logic is a complex subject and one in which the students have, inevitably, little grounding. One non-service department in the university thought that the logical sequencing of ideas could be taught in a few hours in one semester as part of the language course and showed surprise when the view was expressed that this was an impossible task. The logical ordering of ideas presupposes a whole background of analysis and rationalisation, which few students anywhere in the world receive. Logic clearly is important but is not something that can be momentarily injected into any one course for the odd hour or so. The entire university course should, needless to say, provide training in logic, but we live in a less than perfect world. Logical ordering at the paragraph level is relatively easy, but at the technical report level is far more complex. Students need much help in the sequencing of topic points for reports, and great attention needs to be given to the thematic development of reports.

In sum, then, the linguistic background of the students at PNGUT is extremely diverse; the written mode is not a natural one for communication and the difference between the tone of speech and formal discourse is appreciated only with difficulty; the university in its own written expressions is a less than perfect model; the importance of clarity of expression and therefore of thought is not apparently accorded great importance within the institution and the university's staff in teaching use a variety of forms and accents in English, both native and non-native, which probably do not help students with inherent

language problems. However, some kind of mastery of written English is needed, not just to pass university examinations, but to take one's place among the English-medium elite of the country into which a degree is a passport. It is the analysis of the departures from standard written English, which are thus the obstacles to success, that forms the subject of this report.

1.0 METHODOLOGY.

1.1 Aims of the Research.

This project had three basic aims. These were : a) to look systematically at the written English produced by students at the Papua New Guinea University of Technology in the course of their studies and analyse the deviations from the English of a native speaker, b) to suggest why errors are being made, and c) to point to possible avenues of approach, the subject of further research, for ways to help the students correct their errors in order to enable them to speak and write English of a standard expected of them in their university studies and in their future professional lives.

1.2 Methodology and Materials.

It was decided that the study would concentrate on first and second year students, because the lecturers in the Department of Language and Social Science have most class contact with these. There were 451 of these students in 1978 whose work was used as a basis for the study (216 in first year and 235 in second year). All the lecturers who taught first or second year classes were asked to cooperate by making available for analysis samples of the written work of the students. In the first semester, it was decided that the piece of work should be a business or official letter, as most classes deal with this in the first part of the year. However, because of timetable differences and differences in programmes of the lecturers, not all the samples collected were letters, and not all the classes could contribute. For the second semester, the sample of work which was decided on was a piece of continuous discourse, e.g. a short report, or essay, or description. Some of the material was of unequal length, but it was felt that this was not an important factor, as long as there was

some data from all students. The samples of work used in the analysis were representative of the students' written English. All the material used was related to the students' courses; some material, e.g. that used for the Accountancy and Business Studies I & II classes, appears to be unrelated, but was in fact closely tied in with the professional courses.

All the written work was read carefully, and any errors, or deviations from standard English, were noted separately and were annotated according to lexical and grammatical categories. These categories were set up after extensive reading of reports of similar studies, which had used error analysis as a research method, for example Crewe (1977), Etherton (1977), Johnson (1974), Politzer and Ramirez (1973), Duskova (1969) James (1977), Richards (1974), Tan Beng Kim (1978) and Wyatt (1973) (see bibliography). The categories were constantly expanded, refined and changed as the data was being analysed.

Because of the slightly varied nature of the materials, and the different lengths of the samples, it was decided not to record the number of words, or the number of 'correct usages', a procedure advocated by some researchers using error analysis as a research method, for example Schacter and Celce-Murcia, (1977), Politzer and Ramirez (1973), and Da Rocha (1975). This would have become far too unwieldy, considering the number of subjects and the bulk of the material.

1.3 Background Information on the Students.

Background information was collected for all first and second year students. This information was made available from forms filled out by all Language and Social Science students during their first week at the University. Data cards were organised according to course

taken, and year of study, e.g. Chemical Technology II, and by class, e.g. IIA and IIB. The following data was recorded on the cards:

NAME

COURSE

YEAR (IF SECOND YEAR, WHETHER 'CONTINUING' OR 'DIRECT ENTRY')

SEX

AGE

ORIGIN : PROVINCE, SUB-PROVINCE

FIRST LANGUAGE (OR MOTHER TONGUE)

SPEAKER OF TOK PISIN OR NOT

SPEAKER OF HIRI MOTU OR NOT

The courses being taken were:

First year: Accountancy and Business Studies, Architecture, Cartography, Chemical Technology, Civil Engineering, Electrical Engineering, Communications, Fisheries Technology, Surveying, and Valuation.

Second year: Accountancy and Business Studies, Architecture, Chemical Technology, Civil Engineering, Electrical Engineering, Mechanical Engineering, Surveying, and Valuation.

The average ages of the students were: first year, 18 years, second year, 19 years. Table 1 shows statistics on the languages spoken by the students involved in the study. Table II shows the country of origin of students in first and second year, 1978. Only those students whose work was used for the study have been included.

TABLE I

Language Information and Statistics for 1st and 2nd Year Students, 1978.

	1st Year	2nd Year	Total
No. of students speaking Tok Pisin as Ll			46 (10.2%)
No. of students speaking English as Ll			13 (2.8%)
No. of students speaking Hiri Mctu as Ll			3 (0.7%)
No. of students speaking Tok Pisin as well as Ll	191 (88.4%)	227 (96.6%)	418 (92.6%)
No. of students speaking Hiri Motu as well as Ll	40 (18.5%)	47 (20%)	87 (19.2%)
No. of students speaking Tok Pisin and Hiri Motu	40 (18.5%)	47 (20%)	87 (19.2%)
No. of Ll's given (excluding English, Tok Pisin and Hiri Motu)			209

TABLE II

Countries of Origin of Students in First and Second Year, 1978.

Country	1st Year	2nd Year
New Hebrides (Vanuatu)	1	2
Australia	1	0
Western Samoa	1	5
Solomons		2
Irian Jaya		1
Gilbert Islands (Kiribati)		5
Papua New Guinea	213	220
	216	235

From Table I, it can be seen that 92.6% of all the students speak one or both of the two main lingua franca of Papua New Guinea. Those who speak Hiri Motu all speak Tok Pisin as well.

The percentage of students who speak the lingua franca increases in second year. This seems to indicate that, of students who do not speak Tok Pisin (or do not speak it well) when they first enter the Universtiy of Technology, most learn to speak it during their first year here.

The number of students who claim Tok Pisin as their first language is quite high, at 10.2%. This reflects a trend which is appearing throughout the country: many children are being brought up out of their natural language environment, in towns or in areas other than their own. Children of marriages where the mother and father speak different languages tend to speak Tok Pisin rather than the language of either parent. Also, many university students, in the experience of the authors, do not speak their own languages particularly well, as they have been at school, out of their language environment, for many years. Consequently, the languages spoken most frequently, and most proficiently, by many of these young Papua New Guineans are Tok Pisin and English.

The total number of different first languages given by the students in first and second years was 212 (including English, Tok Pisin and Hiri Motu). This seems to be a very large number, but is still only a small proportion of the number of different languages so far identified and counted in Papua New Guinea (perhaps more than 750). Consequently, it would be an impossible task for any researcher to compare the L1 of all students with their use of English in order to detect any L1 interference that might be occurring. It would seem that many common interference errors, which could be attributed to languages outside English, may be ascribed to Tok Pisin, as this is the language that most students have in common. This is particularly relevant in explaining the errors in pronunciation which lead to errors in written English. The variety of English spoken by students may also have an apparent effect on their written English.

Table III below shows, by province, the students who gave Tok Pisin, Hiri Motu or English as their L1. All those students not of Papua New Guinean origin were excluded from this count. It is interesting to note that highest proportion of students who claim Tok Pisin as their L1 (31.7%) are from the East Sepik Province. Many of these students have parents who have been away from home for many years, especially as policemen, and the children have grown up in other areas.

Several of the students from East New Britain have claimed that English is their L1. This is an area which has had English education for a long time, and in which business is a very important pursuit, so that children have more opportunity to learn English. However, their own language, Kuanua, is socially and politically pre-eminent, so one wonders if the information given by these students is exact. Only one of these students was educated overseas.

TABLE III

Students giving Tok Pisin, Hiri Motu, or English as L1, according to Province.

Province	Tok Pisin	Hiri Motu	English
East Sepik	14	-	-
Madang	6	-	-
Manus	5	-	1
Morobe	4	-	-
Milne Bay	3	-	3
Gulf	2	1	-
Western Highlands	2	-	-
Northern	2	1	-
Central	2	1	2
North Solomons	1	-	1
New Ireland	1	-	-
Southern Highlands	1	-	-
West Sepik	1	-	-
Chimbu	1	-	-
East New Britain	1	-	6
Totals	46 (10.2% of total)	3 (0.7%)	13 (2.8%)

Although there are students from all provinces of Papua New Guinea at the University of Technology, several provinces are not represented in Table III above. These are: Western, West New Britain, Eastern Highlands, and Enga Provinces. The National Capital District (Port Moresby) was included in Central Province for the purposes of this count.

It was against this complex linguistic background that this study was done. The desirability of having a homogeneous language background for such studies has had to be ignored, and this consequently introduces a greater number of possible variables for the cause of certain errors.

In the following two sections, the actual errors made by the subjects are discussed, the whole range of errors is examined, and categorised, and seven categories of error which seem to be significant are analysed in detail.

2.0 ALL CATEGORIES OF ERRORS.

2.1 Categories of errors with examples.

PREPOSITION	WRONG ONE	as advertised on the Post Courier; information of my schooling
	OMITTED	these two parts really contributed me something
	UNNECESSARY	to trace up (See PHRASAL VERBS, PREPOSITION ADDED)
ARTICLE	WRONG ONE	The type of work we carried out was levelling of a centre of a Finsch road.
	OMITTED	advertised in Post Courier; go home for Christmas vacation.
	UNNECESSARY	employed by the Talair Tourist Airlines
	A/AN	we had a excursion trip
VERB	WRONG FORM	the bar kept elonging
	AGREEMENT, VERB 1 AND VERB 2 TENSE	The spacing diameter decreases until it was near the yielding point.
	PASSIVE	I will be much appreciated if you consider this application
	INFINITIVE	caused him to fall down and bumped his head
	TENSE	The accused punch him one
	MOOD	Would you need further information, I would be happy to ...
	ASPECT	I have completed Form Four in 1975.

NOUN	AUXILIARY	UNNECESSARY	it can elongated up to 16.8 mm
		OMITTED	You may noticed above
		WRONG ONE	If the accused is pleaded guilty ..
	WRONG FORM		I wish to apply for transference
	ONE WORD OR TWO?		therefore; incompleting four years ...; plain tiff.
	PLURAL PROBLEMS	PLURAL rather than SINGULAR	two teeths; for some reasons.
		SINGULAR rather than PLURAL	attacking somebody in group.
	COUNT/NON-COUNT NOUNS		by giving him bodily harms and damages; informations.
	VERBAL NOUN		I did my secondary school at ...
PRONOUN	NOUN AND PRONOUN, AGREEMENT		There are three turning points marked on the map and it is marked A, B, and C.
	AGREEMENT, PRONOUN 1 AND PRONOUN 2, PERSON & NO.		and it kills it by affecting their nervous system
	CASE		He left leg was paralysed.
	GENDER		then she asks for outside help as mentioned above (meant 'he')
	NO REFERENT		Because of the atmospheric pressure it makes the water enter the cylinder.
	REFLEXIVE		but only carried it to protect him

PHRASAL VERB	PREPOSITION OMITTED	the house I live is not good
	WRONG PREPOSITION	causing wilful bodily harm of somebody
	PREPOSITION ADDED	I am requesting for a transfer
DEMONSTRATIVE		At this present stage I'm supervising (See SPELLING, PRONUNCIATION for Demonstrative errors.)
PARTICIPLE	PRESENT	by spreading out the connection and buried deep in the ground ..
	PAST	I have work for the Lands Department ..
ADVERB		Presently, I am a first year student.
ADJECTIVE		because of this stupidity attitude; by their inhumanly treatment.
POSSESSIVE	POSSESSIVE PRONOUN, UNNECESSARY	I completed my Grade 12
	POSSESSIVE 's OMITTED	there's the Administrator Residence
	WRONG ONE	I would like to be an architect to fulfil a need in ones life
SPELLING	SPELLING	adress, grately, greatful
	SPELLING, PRONUNCIATION	futher; than/then; his/he's; chance/change; this/these

NUMERALS		.., on 3 November, 1977; my fourth and six form
CONVERSION		I am a single
NEGATIVE		no straight one but a curved one
COMPARATIVE		follow the coast more closer
AGREEMENT	SUBJECT AND VERB, PERSON	I am 19 years old and comes from Rigo...
	SUBJECT AND VERB, NUMBER	which these two courts deals with..
	SUBJECT AND OBJECT, NUMBER	because electric shocks are dangerous and earthing does safeguard against it.
CLAUSE	RELATIVE PRONOUN	UNNECESSARY: since I have all the qualifications and that I am interested in the job.
		OMITTED: Is the two lawyers___ do much talking.
		WRONG ONE: or the Nucleus which I think will fail the subject.
	NO REFERENT	police came into action, which they dumped or bashed our poor citizen.
	RELATIVE CLAUSE	Pook Island lies on the southwest, which is your destination situated inside the harbour.

STYLE	REGISTER	You can use these two as referees Hope to hear from you as soon as possible.
	"FORMALESE"	at the above mentioned University
	ABBREVIATION	the Natural Resou. Department.
	SLANG	I'm sure I can tackle it
	JARGON	Therefore I charge the policeman who arrested him unfair to his Freedom of Life.

REDUNDANCY	EXPANSION	with a qualification of a high school certificate
	PRONOUN SUBJECT UNNECESSARY	later found out that they collaps in which <u>it</u> is a waste of time and money
	DOUBLE PRONOUN SUBJECT	Any bigger case, it is handed to.
	DOUBLE PRONOUN OBJECT	an interpreter who is really worth having <u>him</u>
	REDUNDANT	I gained the following ratings in the subjects listed against <u>them</u>
	REPETITION	these are the <u>following reasons</u>; one of the <u>four (4)</u> main ones.
	ALTERNATIVE	<u>my wage</u> or <u>fortnight</u>; <u>messages</u> or <u>information</u>.
	VERB UNNECESSARY	and also worked harded than last year <u>was</u>.

OMISSION	SUBJECT OMITTED	Faraday cage and earth connection to metal strips rod and attached to pipe.
	OBJECT NOUN OMITTED	after completing four years of secondary (-) at Port Moresby,...
	PRONOUN SUBJECT OMITTED	My present qualification is, had completed Grade 12 at ....
	PRONOUN OBJECT OMITTED	I much appreciated (-) if my application meet with your approva.
	VERB OMITTED	The means of a protective plug.
	NOUN OMITTED	although I achieved a great (-) by theory,....
PHRASE, NO REFERENT		whatever suggestions and complaint: that the people put forward should be discussed during the parliament sittings, and <u>not neglecting his electorate and filling his pockets with money</u>.
IDIOM, GARBLED		the corner of my eyes caught sight of ....
LOGIC		Within a few days later he died instantly
PUNCTUATION	COMMAS	The types of criminal matter, each particular court is liable to handle; the police who did it, shouldn't be charged.
	CAPITALS	<u>G</u>eneral <u>S</u>peaking...;
	FULL STOPS	This depends on the case if it is not serious then they will be...
	OTHER	"the first thing"; allowed on bail

CARELESSNESS		is has an interpreter; For my qualification in from 4; the are let free; evidene.
ORDER	ORDER OF CONSTITUENTS, SENTENCE	Its diameter decreased by 2.9 mm which was originally 10 mm in diameter.
	WORD ORDER	the below addressed person
	FRONTING OF OBJECT	The position of Technical Officer as advertised in the Post Courier on the 1/5/78, I am willing to engage that position.

TABLE IV

SECTION 2.2 PERCENTAGES OF TOTAL ERRORS

CATEGORIES OF ERRORS			1ST YEAR %	2ND YEAR %
PREPOSITIONS	WRONG ONE OMITTED UNNECESSARY		10.68	10.59
ARTICLES	WRONG ONE OMITTED UNNECESSARY A/AN		11.37	10.00
VERB	VERB, WRONG FORM AGREEMENT, VERB 1 & VERB 2 TENSE PASSIVE INFINITIVE TENSE MOOD ASPECT AUXILIARY	UNNECESSARY WRONG ONE OMITTED	10.75	9.5
NOUN	WRONG FORM ONE WORD OR TWO? PLURAL PROBLEMS	PLURAL rather than SINGULAR SINGULAR rather than PLURAL		
	COUNT/NON-COUNT VERBAL NOUN		7.5	11.2

PRONOUN	NOUN & PRONOUN, AGREEMENT		
	AGREEMENT, PRONOUN 1 & PRONOUN 2, PERSON & NO.		
	CASE	0.8	0.3
	GENDER		
	NO REFERENT		
	REFLEXIVE		
PHRASAL VERB	PREPOSITION OMITTED		
	WRONG PREPOSITION		
	PREPOSITION ADDED	0.6	0.9
DEMONSTRATIVE		0.3	1.15
PARTICIPLE	PAST	1.17	1.1
	PRESENT	1.2	1.9
ADVERB		2.4	1.7
ADJECTIVE		1.3	0.9
CONJUNCTION		1.7	1.5
POSSESSIVE	POSSESSIVE UNNECESSARY		
	OMITTED	1.7	1.8
	WRONG ONE		
VOCABULARY		6.5	5.3
SPELLING	SPELLING	5.2	6.1
	SPELLING, PRONUNCIATION	7.4	10.1

NUMERALS		0.12	0.11
CONVERSION		0.02	0
NEGATIVE		0.16	0.14
COMPARATIVE		0.15	0.2
AGREEMENT	SUBJECT & VERB, PERSON SUBJECT & VERB, NUMBER SUBJECT & OBJECT, PERSON & NUMBER	2.5	3.8
CLAUSE	RELATIVE PRONOUN: UNNECESSARY, WRONG ONE, OMITTED NO REFERENT RELATIVE CLAUSE	1.0	1.17
STYLE	REGISTER "FORMALESE" ABBREVIATION SLANG JARGON	2.7	3.0
REDUNDANCY	EXPANSION PRONOUN SUBJECT UNNECESSARY DOUBLE PRONOUN SUBJECT DOUBLE PRONOUN OBJECT REDUNDANT REPETITION ALTERNATIVE VERB UNNECESSARY	8.3	5.89

OMISSION	SUBJECT OMITTED OBJECT NOUN OMITTED PRONOUN SUBJECT OMITTED PRONOUN OBJECT OMITTED VERB OMITTED NOUN OMITTED	3.7	3.7
PHRASE, NO REFERENT		0.02	0.1
IDIOM GARBLED		0.9	0.75
LOGIC		0.4	0.2
PUNCTUATION	COMMAS FULL STOPS CAPITALS OTHER	5.7	4.3
CARELESSNESS		0.2+	0.1+
ORDER	WORD ORDER	1.4	1.0
	ORDER OF CONSTITUENTS, SENTENCE	0.5	0.3
	FRONTING OF OBJECT	0.02	0.02
UNCLASSIFIED		0.4	0.3
TOTAL NO. OF ERRORS, 1ST AND 2ND YEAR		4846	4258
TOTAL		9,104	

2.3 Discussion of table of total percentages

The table shows a very wide range of errors, making percentages from most individual categories quite low, except in a few areas. There were 84 different categories of error recorded. Some of these were then grouped together in related areas, giving 30 general areas in which errors were made.

The highest percentage of errors occurred in the category of articles (wrong one used, omission, unnecessary use, and confusion between a and an). In this category, 11.37% of the first year students' errors were made, and 10.00% of the second year students' errors were made.

The second highest incidence of errors was in the category of prepositions. This included use of wrong preposition, omission of preposition, and adding an unnecessary preposition. (This does not include wrong use of prepositions within phrasal verbs, which is categorised in a separate section.) First years made 10.68% of their total errors in this category, and second years made 10.59% of their errors here.

The next significant area in which errors were made was in verbs. This included use of wrong form, lack of tense agreement between verbs in the same sentence, errors of tense, aspect and mood, errors in the use of the passive and the infinitive, and errors in the use of verb auxiliaries. This accounted for 10.75% of the first years' errors, and 9.5% of the second years' errors. Out of all the sub-categories of verb errors, the wrong use of tense was the most significant, accounting for more than one-third of both first and second year verb errors.

The area of nouns and their usage was the next most significant area in which errors were made. In noun errors was included use of wrong form, problems with plural and singular forms, count and non-count nouns, verbal nouns, and not knowing whether one word or two should be used, (e.g. 'its' and 'it's' confusion, 'there fore,' etc). First year students made 7.5% of their total errors here.

The next highest percentage of errors was made through faulty pronunciation, leading to errors in spelling. This area is very interesting, and will be dealt with in detail in the next section of this report. In fact, many more errors than just those of basic spelling can be attributed to faulty pronunciation which leads to confusion about how a word or group of words should be

written. 7.4% of the first years' errors were recorded in this category, and 10.1% of the second years' were in this category.

Redundancy accounted for the next highest percentage of errors. Redundancy is a fairly wide category, which includes unnecessary expansion of a word or a phrase, redundant use of pronoun subjects and objects, repetition, giving unnecessary alternatives, or adding unnecessary verbs. 8.3% of the first years' errors were recorded in this category, and 5.89% of the second years' errors.

Vocabulary usage scored the next highest frequency of errors. 6.5% of the first years' errors and 5.3% of the second years' errors were in wrong vocabulary usage.

Mistakes in spelling (other than those obviously attributable to faulty pronunciation) accounted for the next highest percentage of errors. 5.2% of the first years' and 6.1% of the second years' errors were made in spelling. This included what appeared to be carelessness, and also confusion between homophones e.g. there/ their, practise/practice, etc.

Punctuation errors provided the next highest proportion of errors. This category included wrong use of commas, full-stops, capitals, colons and semi-colons, inverted commas and brackets. Perhaps this area could be regarded as unimportant, but frequently, especially in technical writing, the wrong use of a comma or full stop can alter the meaning of a whole passage of writing. 5.7% of the total first years' errors and 4.3% of the second years' errors were made in punctuation.

Other than these nine categories or errors, the percentages of errors made were quite small.

Comparison between First and Second Year Errors

Overall, the first years made more errors than second years (4846 total number of errors recorded for first years, and 4258 total number recorded for second years, over approximately the same length of material examined for the study.) The figures given in Table IV show percentages of the totals for first and second year results. For example, in the category of error of spelling due to faulty pronunciation, the percentage of total errors was greater for second year students than for first year students, a difference between 7.4% (first year) and 10.1% (second year). Similarly, in spelling errors, the proportion of errors made was slightly higher for second years than for first years. In the area of nouns, the percentage was higher for second year than

for first year, 11.2% (second year) compared with 7.5% (first year).

In most areas, the proportions of errors made by first years are greater than those made by second years, for example in articles, (11.37 first year , 10.00 second year), redundancy (8.3% first year, 5.8 second year), verbs (10.75% first year, 9.5% second year).

It should be stressed that no meaningful comparison between first and second year students is possible. Approximately half of the 'second year' students are only in their first year at University, having gained direct entry into the second year after two years of study at the National High Schools: this means that they have had the advantage of one additional year of studies over continuing students (two more years in school as opposed to one year in University). As virtually all the groups were mixed it was not easily possible to make a comparison between the errors of continuing students and those of direct entry students, though this would be an interesting area of further investigation. Nor was investigation carried out into the progression of individual students and the error patterns made from one year to the next, which again would require detailed further study.

However, to generalise one could postulate that whilst there was a drop in the total number of errors made by second year students, they seemed to reinforce the types of error they made i.e. their mistakes became entrenched.

3.0 CATEGORIES FOR DETAILED DISCUSSION

The major types of error have been chosen for detailed discussion. These are (i) errors due to pronunciation, (ii) plural errors, (iii) errors in subject and verb agreement, (iv) errors in the use of phrasal verbs, (v) carelessness, (vi) articles and (vii) prepositions. These are not categories in which most errors were made, but are groups of errors chosen by the authors because they are interesting for several reasons, and worthy of detailed study.

3.1 Errors due to Faulty Pronunciation

What at first may appear to be grammatical errors in students' written work can often be ascribed to their faulty pronunciation of English. We have looked at many of these errors, and they fall into several possible categories which look like grammatical or vocabulary errors, but on further reflection must be ascribed to faulty pronunciation. These categories are spelling, wrong use of demonstratives, wrong endings of past and present participles, adjectives, verb morphology, wrong plural endings, possessive markers added unnecessarily or omitted, and wrong forms of nouns. All these categories appear, at first glance, to be basic errors in grammar or vocabulary. A lack of competence in English grammar is assumed and remedies are attempted through grammar exercises, drills etc. But several regular problems in pronunciation have appeared in the course of the study, and we believe that the problems could be approached through phonology rather than syntax. The main problems that we have isolated are:

3.1.1 Consonant clusters at the ends of words tend to be avoided in speech, leading to errors in writing.

Examples:

they were ask to do ....
they are practise in different stages
he was sentence to jail
the machine is switch on
the dial stop at 1.0
it stretch 16.7 mm
the old fellow punch him one
after a few second
their husband were
the judge associate

Several different types of errors seem to be involved here, such as omission of -ed in past principle formation, omission of possessive -'s, and omission of past tense -ed and present tense -s. But in all of the above examples, the students have omitted a final consonant in the words, reflecting a tendency in their speech to leave consonants off the ends of words, and to avoid consonant clusters.

3.1.2 Over-correction due to uncertainty about final consonant clusters.

Because the students are aware that there should be final consonants on certain words, they over-correct, and sometimes add them on where they are not necessary, or use the wrong ones.

Examples: I have experienced with this work

I have a lot of experienced

gentlement

as an apprentice fitter-machinists

they don't give me help when I asked for it

as far as my village is concerns

to punched him

to provides safeguard

3.1.3 Failure to distinguish between pairs of similar sounds.

There are certain pairs or groups of sounds which seem to present problems of discrimination to students. Some are more common than others. In the students' speech, inside and outside the classroom, the differences between the sounds in these pairs or groups are usually not distinguished and some sound which is neither one or the other is produced. But in written work, this uncertainty is reflected in the errors made.

Examples:

a) Vowels

I/i Difference between long and short i

this/these	this are my reasons
	this ones
	this courts
	this instructions
	because of all these
	he did all these
	these position as manager
	he entered these university
his/he's	he's name is...
	through he's rounds
	he's one-day programme
	his among friends
grid/greed	the lower greeds
fill/feel	I fill that...
still/steel	a piece of mild still
sit/seat	he was sitted at the top
	he fell off the sit
	a National Court seating

e/æ then/than

	you than walk...
	than set your boat
	than the problem would be solved

we than went into the Court House

for more then two years

not greater then

excepted/accepted

my exception into the job was based on....

he applied and was excepted

if axcepted, I will....

commended/commanded

he commended the accused to stand

message/massage

when you take a massage on the phone....

b) Diphthongs, especially those ending in ə

eə/ɛ	where/were	they where much more reasonable
		were I can be of any use
eɪ/eə	anyway/anywhere	then my people won't go anyway, as far as development is concerned
		anywhere, the case heard was....
ɑi/ɑiə	quite/quiet	I quiet found interesting
		he knows quiet a lot
o/ɔ	cops/corpse	the corps mistreated (him) by throwing (him) around.
æə/eɪ	latter/later	
	flat/plate	flateforms
ʌ/o	ultimate/alternate	

	wonder/wander	I often wonder around the office
ʌ / ɔ	lunch/launch	Managing Directors' launching room
ɔ / oʊ	lawn/loan	lunch on the loan in front of the office
o / oʊ	cost/coast	sail around the cost
əɪ/ aɪ	remain/remind	it is remainded that....
	may/my	I hope the above information my satisfy you
	tape/type	this tape of steel
o /ʊ	loss/loose	profit or loose
ɪ/ aɪ	strip/stripe	electrode stripes

c) Consonants

p/f		the court was post phoned
		... who fled guilty
		flatform
		he porfeited bail
		involvement of dependants (defendants)
		qualiplications
p/b	caliper/calibre	Vernier calibres
		the jaws which gribs the rod
		a pad show
f/v	off/of	seriously thought off
	safe/save	it won't be very save
	proof/prove	it does not proof this
t(d)/ θ( )		dealth with
		eighter (either)

	dead/death	... may lead to dead
t/d	site/side	a building on your left site that is called....
	pleat/plead	he pleated guilty
	sent/send	sent him free
	extent/extend	limited to the extend that
	concert/concerned	touch the metal part concert

d) Fricatives

The whole range of fricatives in English gives problems to many Papua New Guinean speakers. The main problems lie in the range of fricatives in the alveolar and palatal regions - s/z, ʃ/ʒ, ts/dz, tʃ/dʒ. In the students' writing, this is manifested in the multitude of symbols given for these fricatives, showing that they really do not know which one they should write. This confusion may in part be due to the different orthographies that have been adopted for their own languages, in which one finds several possible symbols used in different languages e.g. for the (dʒ) sound (as in English 'judge'): we find j and dg in English, j and dj in Tok Pisin, and in other orthographies dz, tz, z, g and more. So it is no wonder that the students are confused. Some examples to illustrate this are:

s/dʒ	chance/change	he must be given a change (chance)
		a change for promotion
st/tʃ	must/much	it is very must indeed
	east/each	go to the each to the wharf
ts/tʃ	wats/watch	Coast Wats Memorial
s/z	advice/advise	the magistrate adviced the defendant
		staff are adviced to ....

s / tʃ stress/stretch the force used to stress the specimen

the stretch increases also

lunce/lunch the lunce room

3.1.4 Other problems

Where a vowel in English becomes, in speech, a central unrounded vowel (ə), and is in an unstressed syallable, it seems sometimes that the students do not hear this vowel at all, and omit it in their writing.

Examples: bodly harm (bodily)

Spreme court

readly

dupty (deputy)

refree

However, these cases are fairly rare, and in the majority of cases, consonant clusters are avoided in speech and consequently lead to the errors, mentioned earlier, in writing.

The final - z is sometimes omitted for possessive -'s, or plural -s, for example:

the witness will be brought, and they....

the judge decision

Final - ŋ is often rendered as -n, and leads to confusion in spelling. The reverse is also found, e.g.:

before accusion the people

people who are law abidens

he will be given a speech

workin

in open discussing

four years of secondary educating

3.2 Errors due to Carelessness

Many of the students' errors, including some of those already analysed and discussed, could be called "mistakes", errors which, when pointed out to the student in class or after an assignment, would be corrected immediately by himself. These errors are made through carelessness, tiredness, haste, or a momentary aberration. Many would be eliminated if the student checked his work after it was written. Errors which could be just "mistakes" include spelling, some punctuation, some repetition, omission of subject, verb, or object, vocabulary errors, and errors in logic. These are the most obvious ones. Others may be quickly self-corrected when pointed out to the student, for example verb endings, plural/singular errors, and concord errors.

Some examples of errors which appear to be due simply to lack of care and checking are:

a. Spelling:

the project the we carried out (that)

where the use small machines (they)

how to check you data (your)

I alway thought my everyday English is perfect (always)

What a expect to do after I leave this University (I)

apart from anit-malarial spray (anti)

on of the valves is attached (one)

b. Omission:

I am seeking vacation _____ with your company (employment)

I hope to ___ back to my sponsors as a graduate (go)

c. Repetition: ..or by spreading out the connections and and buried deep in the ground

d. Punctuation: which is some half kilometre -off shore from Madang

he's a go between man (hyphen omitted)

In conclusion , if I were the Judge....

e. Errors of Fact or Logic:

defendant or lawyer is a person who defends the accused person

He said, it was the cause of the punch that the old man gave him.

Within a few days later he died instantly.

Using some instrument which we didn't know how to use, we learned a great deal from each other, correcting each others mistakes.

Johnson (1974) estimates that over half of students' written errors are careless errors. We do not agree with this, and believe that many errors which a lecturer, in a hurry, may think are due to carelessness may have a more serious cause, such as a phonological problem. However, we do agree that a high proportion of errors is due to carelessness, and would be eliminated by more careful checking by the students themselves.

3.3 Errors in Plural and Singular Distinction, and in Count/Non-Count Noun Distinction.

3.3.1 Plural/Singular distinction

There are many errors made by students in selecting singular or plural forms of nouns. In some cases, there appear to be no reasons why the wrong form is used. Perhaps it is because of lack of familiarity with written English, through infrequent general reading. Many of these errors may be eliminated through the students' reading much more in English, and through checking their written work.

Some examples of misuse of singular and plural, with no apparent explanation for the errors are:

they went into the Court Houses

the results of it was that

without the increase of forces

in which the buildings itself is earthed

take these girls to gaols

you can obtain more information about my personalities

curves and channel

electrical appliance are earthed by means of...

In many cases, it appears that generalized rules to do with use of plural or singular nouns have not been adequately learned. The rules most frequently broken by the students in the study were:

a. Certain enumerators require singular nouns to follow.

"Every", "amount of", and "each" were the ones collected in this study.

Examples:

every cases appearing in the Supreme Court

a certain amount of forces

in each sub-provinces

with all supervisors of every departments

on each individual performances

b. Singular indefinite articles "a" or "an" are followed by singular nouns.

Examples:

an electric shocks

this would be a unsolved problems in the near future

a Papua New Guinean citizens

putting on a good job performances

c. Singular demonstrative pronouns "this" and "that" are followed by singular nouns.

This rule appears to be ignored much of the time, but perhaps its lack of application is only apparent, as was discussed earlier in the section on errors due to faulty pronunciation. The fact that the students rarely (and not at all in the samples collected) make an error in the use of "that" followed by a singular noun could point to the phonological explanation as the valid one, rather than a lack of competence in the grammatical rules.

Some examples of this error, though they have already been explained as being due to phonological errors, are as follows:

This bills has been agreed to

this courts

on this cases

d. Certain enumerators require a plural noun to follow.

Certain enumerators require that a plural noun or pronoun should follow them. The students in the study did not appear to have learned these conditions of co-occurrence. All of the following enumerators should be followed by a plural: numerals greater than one, "one of the", "equal", "some of", "kinds of", "types of", "lots of", "all". There were many more errors of this type than there were for the enumerators plus singular nouns.

Examples:

two different extension

there are four level of court in PNG

of three year imprisonment

after a few second

some of the failure during the experiment

different kinds of test

the types of court system in Papua New Guinea

one of the most important high court that we have

at all time

used by lots of Papua New Guinea

when one of the constable

one of the case

he is one of the director

in one of the hostel

The most common error in this group was made in using "one of plus a singular noun. It may be that the students take the "one" as the enumerator, rather than "one of" a number of things, and consequently use a singular noun to follow it.

e. Zero article is followed by a plural noun.

When a verb or preposition is not followed by an article, then the following noun must be plural. Frequently, the students in the study omitted the article, but did not use a plural noun after the verb or preposition.

Examples:

for attacking somebody in group

earthing provides safeguard against ....

because of electric shock

people charged with offence

they are at present making investigation in different organisation

f. Plural demonstrative pronouns "these" and "those" are followed by plural nouns.

As with the singular demonstrative pronouns, this error is probably a phonological error. But plural agreements seem to give more trouble in this area than do singular agreements.

Examples: if those statement ...
these court system are ...
these punched hole would move further apart

g. Certain prepositions are followed by plural noun objects.

In the data collected, there were only two of these prepositions which are followed by plural noun or pronoun objects. They were "between" and "among".

Examples: ... was installed between the platform
that he's among friend

h. Noun compounds

Certain noun compounds, in which one of the nouns is plural, gave problems. Often the students would make the wrong noun plural, or make them both plural, just to be sure. If the whole compound was singular, then they would sometimes omit the plural of the subordinate noun (e.g. "the Account Department" for "the Accounts Department").

Examples: on paydays afternoon
the villages court
I work with Plants and Transport
position of operation coordinator
the Account Department

i. Special plural forms of nouns.

Where nouns have special plural forms, they would often give trouble to the students. Some of the examples show an awareness that something different to the regular form is required, but exactly what is the difference between the forms is not known. So a plural '-s' may be tagged on at the end.

e.g. that includes foremens

But generally, the singular form is used for both singular and plural.

Examples:

it is common for married woman

he had to bring round married woman

... by man

3.3.2. Count/Non-count nouns

Another very interesting category of errors was the count/non-count noun distinction. It appears that in the students' writing (and in their speech) non-count nouns are being treated as count nouns. There are many examples of this, but only a few are given here.

Examples:

... by giving him bodily harms and damages

because of more evidences that possibly added to Sam's death

some of his evidences and statements were true

further punishments

the equipments used were....

the building of reinforced concretes

without knowing what the matters were

then create troubles

I have no other experiences in other aspects of life

details and other informations are given

staff personnells

tea with the staffs

your cooperations will be greatly appreciated

they have to wear their safety gears

he carries out researches

Conversely, if these non-count nouns are made plural, so they can be itemized, one by one:

everyone has a freedom to talk

every staffs have to dress neatly

at our headquarter in Tokyo

3.3.3. Reproduction errors.

A few of the errors which look like plural errors may be reproduction errors, that is, errors made when copying from a question or other material. Then the words or phrases are taken just as they are written in the original, without making the changes necessary for a new context,

e.g. for a position as a traffic officers (when the advertisement on which the exercise was based asked for applications for the positions of traffic officers.) Similarly:

I would like to apply for the post of Operations Coordinators.

3.4. Errors in Subject Verb Agreement, and Verb Complement Agreement, for Number and Person.

A common type of error made by students in writing is failing to make agreement between subject and verb, and between verb and complement. Understandably errors in number agreement are more common than errors in person agreement.

In the classroom, when these errors are pointed out, the students indicate that they are aware that agreement is necessary between certain parts of the sentence, but they are uncertain, firstly of the marking of singular or plural on the subject, and secondly of the endings on the verbs indicating singular/plural, and person.

Some of these errors may be due to pronunciation problems, leading to uncertainty about singular and plural marking, and about verb endings.

Examples: these place includes

(In this example, uncertainty about demonstrative this/these, plus plural ending, as place already ends in (s), plus verb ending - should it be plural to agree with these or singular to agree with place?)

it stretch 8.54 mm when 20 KN is applied

(Singular subject - plural verb. Stretched was often written stretch in the data from two particular classes. But if the student had written stretched it would not agree with the tense of the second verb, is.)

3.4.1. Agreement errors due to wrong marking of singular/plural subject.

Examples:

when the buildings itself is earthed

the measuring gauges was then taken off

the method in which the experiment was done were as follows

the witnesses sits

my qualifications in biology is satisfactory

3.4.2. Agreement errors due to wrong marking of verb, for singular or plural subject.

Examples:

write a sentence which classify the methods

wires which leads to the ground

the metal parts is grounded

my qualifications includes

these bills has been agreed to

when this happen

when the readings is taken for the loads

till it eventually break into two

this system consist of ...

further details is given

3.4.3. Non-count nouns as subjects of sentences.

When the subject of a sentence is a non-count noun, the verb is sometimes marked for agreement with a plural subject, even though the non-count noun may not eventually be given a plural ending. (See Section 3.2.2 on Singular/Plural & Non-count nouns.)

Examples:

evidence have to be stated out

the equipment used in this experiment are listed below

the evidence that were brought up

if there are any information you need

everybody are looked on as equal

However, sometimes the non-count nouns are given plural endings, and the verb may or may not be changed to agree with this.

Example:

your replyments is much valued

3.4.4. Final/s/sound on nouns as a source of error.

When a noun ends in a /s/ sound, even though this is not a plural marking -s some students seem to take this as already being marked for plural, and not needing the plural -əz ending. Consequently, the verb is made to agree with this plural noun.

Examples:

the stress produce corresponding strain

my eagerness have brought me thus far

3.4.5. Separation of subject and verb.

When the subject and the verb of a sentence are separated by several words, or by a subordinate clause, errors are very likely to occur in agreement.

Examples:

The two main types of methods

of setting up a good earth connection is

as shown.

The very recent court system introduced into various communities by the government are the village court.

What he or she have told the magistrate are true.

The values for the extensometer lies in a straight line.

The hands on the two gauges moves faster

When there are two subjects of a sentence, joined by 'and', the problem becomes acute - which one is the verb to agree with, or should it be plural to include both. Usually the verb is made to agree with the closest subject.

Examples:

The measures of elongation and the distance between the two platforms was taken.

its elongation and change in diameter was measured

its elongation and diameter after it broke was taken accordingly

When there are two principal clauses of a sentence, joined by 'and', and where the subject of the second clause is the same as the first and is understood, there seems to be some confusion among the students about what the second verb should agree with. This happens with other coordinate clauses as well.

Examples:

I am a 19 years old person and comes from Rigo.

I am an eighteen years old student at the University, single, and is very interested in taking up a position.

He carries out researches and make reports to the head office

...a fellow who hear and decide court cases.

Similarly, the verbs in relative clauses give rise to problems of agreement. What is the subject of the verb in a subordinate clause, and what should the verb agree with?

Examples:

I am a second year student of the above address who wish to take up the job.

...the cases which these two courts deals with are different.

the Magistrate who refer mainly to modern laws...

I have the qualification and experience in supervising that is suited for this job

3.4.6. Propinquity as cause of error in agreement.

Often the students make the verb agree with the noun immediately preceding it in the sentence, whether the noun is the subject of that verb or not.

Examples:

Exactly the same procedures as with the first case was carried on.

The ends of the mild steel under the extensometer was put between the upper and lower grids.

his presentation of his arguments were really good

This type of people are not really interested

The land products of my country is going down.

Thursday, 9.00 am first round of talks start

3.4.7. Complements of the verb 'to be'

Similar problems of concord, between nouns and verbs, arise

with complements of the verb 'to be'. Often the verb is marked as it should be for singular or plural, but the complement is not in agreement.

Examples: there is less chances of promotion in this section

here are his visiting programme

there are the statement of his programme

When the complement is a non-count noun, there are also problems of concord, and the verb is made plural, as if the non-count noun were plural.

Example: if there are any information you need

3.4.8. Errors in Person Agreement

Occasionally, errors are made in making agreement in person, as well as number, between subject and verb, or verb and complement. We wonder if this is carelessness, or uncertainty about what form the verb should take.

Examples: I am a 19 years old person and comes from Rigo

I hear that he badly need a Postmaster

when he visit the factory

I am a single and are a male

I am a eighteen year old student at the University, single, and is very interested in taking up the position.

3.5 Errors in the Use of Phrasal Verbs

"Phrasal verb" is a term used to cover collocations in English of a Verb+Adverb or a Verb + Preposition, or Verb + Adverb + Preposition, when these are operating as a single lexical unit.

some writers disagree with the use of "phrasal verb" to define these units, preferring the terms "verb + adverb collocation" or "verb + preposition collocation" (Gaist and Nuttall, 1969, p2).

As the use of English prepositions overall gives trouble to non-native speakers of English, so do phrasal verbs. Most of the errors in this category are made simply through the use of the wrong adverb or preposition. Another source of error is in confusion verb + adverb collocations (in which the adverb is separable from the verb by object noun or pronoun) and verb + preposition collocations (in which the preposition is not separable from the verb). When verb + adverb is intransitive, it is not really confusable with verb + preposition collocations, but when verb + adverb is transitive, i.e. it can take a direct object, it can easily be confused with verb + preposition, which always takes an object.

The adverbs and prepositions are often left off the verbs, which can alter the meaning of the verb, or the whole sentence, quite drastically. A phrasal verb will often have a meaning of its own, different to the sum of its parts. One example often heard in PNG English speech, and recorded in our data, is: no transport to pick us instead of pick us up.

Another interesting aspect of phrasal verbs, as used by the students, is the creation of new collocations, some of which have become part of the idiom of PNG English, and others which are quite idiosyncratic to the students who created them. Some of the "new" phrasal verbs appear to be translations from Tok Pisin, and others seem to have arisen through analogies between two or more standard English idiomatic verbs, or between other phrasal verbs. Others are apparently caused by confusion of passive forms with active forms of verbs.

5.1. Use of wrong adverb or preposition

The selection of the wrong adverb or preposition with a verb is the most common error in the use of phrasal verbs in our sample. As with the use of prepositions, the students appear to have taken the principle that almost any preposition or adverb will do as long as the actual verb gives the sense vaguely. They have not learned the whole collocational phrase, and do not use it properly in its right context.

a. Wrong Adverb in Verb + Adverb Collocations

(The usual collocation is indicated in brackets after each example)

Examples:

...and have attached with the letter my school certificate
(attached to)

a specimen was inserted in the jaws
(inserted between)

you members can ask him of any problems you face (ask...about)

the staff are required to put forward good performances (put on)

... and knows quite a lot in running a business (knows...about)

if you accept me to the job...
(accept...for)

b. Wrong Preposition in Verb + Preposition Collocations

Examples:

get on your dinghy... (get into)

they will be put to prison (put into)

then I enrolled into the University
(enrolled at)

the man who is charged on the criminal cases (charged with ?)

I am keen in biology (keen on ?)

I am applying to that job (applying for)

he will be presented of a gift by the company (presented with)

3.5.2. Confusion of Verb + Adverb and Verb + Preposition

When verb + adverb is transitive, the object may be in either one of two positions, e.g. pick up the passengers (V + A + O)
pick the passengers up (V + O + A)

But when the object is a pronoun, it must always go between the verb and the adverb, i.e. pick them up (V + PO + A)

In contrast with this, verb + preposition collocations differ in form. The verb and preposition are not separable by an object, noun or pronoun. The object is always placed after the preposition. e.g. enter for the competition (V + P + O)

If the object is a pronoun, it must still be placed after the verb + preposition, i.e. enter for it (V + PO + P)

One of the errors made by the students in the use of phrasal verbs was the confusion of these two different forms for the placement of objects in verb + adverb collocations, and in verb + preposition collocations.

Examples: I pulled up myself to stand (should be V + PO + A

the accused man for murder (confusion of subject and object, and position)

he will be looking up some of the company's books in the office (confusion of V + A and V + P "looking at")

Sometimes this restriction on order is avoided by simply dropping the adverb or preposition and/or the object.

Examples: he will visit the company's surroundings to familiarise the location of the company
(familiarise himself with)

their cases are carefully dealt by
(dealt with by the court)

I enclose with my C.V. (enclose it with my C.V./ enclose my C.V. with it)

3.5.3. Omission of Adverb or Preposition in Verb + Adverb, Verb + Preposition, and Verb + Adverb + Preposition

Sometimes, the students omitted the adverb or preposition in the collocations, which changed the meaning of the sentence. The most common type of omission was leaving either the adverb or preposition out of the verb + adverb + preposition collocations.

Examples:

if this could meet your approval
(meet with)

I am interested and suitable for the position
(interested in)

to care and discipline their children
(care for)

I would be very happy to supply you it
(supply you with it)

the cases are presided by the village elder
(presided over by)

making sure you don't let the coastline of your sight
(let out of)

if it's not serious they will be allowed on bail
(allowed out on)

3.5.4. Inventing New Phrasal Verbs

New phrasal verbs are often being tried out by the students, in speech and in writing. Some of them have become common, others are quite idiosyncratic to the person who uses them. Some are clearly derived from Tok Pisin, through direct translation into English. Others appear to have arisen through the students' making analogy between two or more phrasal verbs, or between a phrasal verb and another single verb, and combining elements of both into one collocation. Other new phrasal verbs have come through confusion with passive forms, whereby the passive becomes active, and the phrasal verb is changed, along with the semantic relations in the rest of the sentence.

Examples:

a. Phrasal verbs arising from Tok Pisin

he tells out what he knows
(from telimautim, "to confess, make publi
etc.")

he will be put to court again
(from putim em long kot "take him to
court")

b. Phrasal verbs arising through analogy with other phrasal verbs, or single verbs

Examples:

as advertised on the Post Courier

(advertised in & on the paper)

to trace up the evidence

(trace & look up)

you must swear before the Bible

(swear on the Bible & swear before a
witness)

the lawyer then requested for the accused
to be suspended

(request & ask for)

I took up a job with the Public Works Dept

(take a job & take up a position)

I am requesting for a transfer to the
Local Govt Section

(request & ask for)

I urge for an immediate approval for my
request

(urge & ask for)

I would be much appreciate in hearing from
you

(would appreciate & be appreciative of)

c. New phrasal verbs arising through confusion with passive forms

Examples: he has engaged in that position for three years

(he has had & has been engaged in)

the reputation of the company decides on each individual's performance

(is decided on by & decides)

3.6 Errors in the Use of Articles

English articles present problems to many learners of English as a second language, not just to Papua New Guineans. When to use a definite article (the), the indefinite articles (a, an) and when not to use any at all are a complete mystery to many students.

The rules for native English speakers are at best irregular and many usages have to be learned as phrases or in specific contexts. Perhaps, as Anne-Marie Smith has suggested (Smith, 1978) the Papua New Guinean speakers of English are formulating their own rules for the use of articles and other determiners. However, the authors have not been able to distinguish any consistent pattern in the University of Technology students' use of articles in their written English, but on the evidence of the examples below, it would seem that in connection with proper nouns, articles cause particular difficulties.

Some examples of wrong use of articles are as follows:

a. Article omitted

defendant or lawyer is a person who...
I think police are not playing their part
Murderer is a very old man
Until you come to Golf Club
I'm free citizen of PNG
I want to take up job
Hoping to get result from you soon
from North Solomon Province
here at University of Technology
advertised in Post Courier
study for Masters Degree

b. Article unnecessary

apply for the position of a Trainee Manager
you will come across the Cape Kusseron
I am working with the Zorba Constructions
I have a wide experience
for the references, ask ....
as the wood is a good insulator

I am a single at the age of 18

I am a 19 years old

here at the Unitech

c. Article, wrong one

the case was on the charge of murder

travel in the west direction

I will be the suitable candidate for the job

I would like to apply for a post as a technician

as it will be a first official visit

d. Confusion between a and an (infrequent)

a excursion trip

a underwriters course

and a outside caliper

we got a increasing line

e. Something else other than article used

I will be available for any interview

I completed my grade 12

I am eager to obtain this position above

when one VIP comes to visit us

This following is his schedule of the visit

be there in above mentioned places at that given time

If any rule can be identified in the students' use of articles, it is "when in doubt, leave out", and secondly, "if you want to emphasise something, or particularise it, add an article".

3.7 Errors in the Use of Prepositions

Perhaps due to the multiplicity of prepositions in English, and to the specific conditions governing their use, students of English as a second language have many problems with them. Some prepositions, however, seem to be being used with some consistency, but in a way which seems non- standard to a native speaker. Some of these consistent ways of using prepositions are as follows:

a. When giving a reference, as from a publication etc, use on:

e.g. which was advertised on the Post Courier

referring to your advertisement on the Post Courier

This use of on could be explained as an over-generalisation of, for example, "on the page", or "written on the paper".

b. When indicating location, use at.

e.g. the Court House at Lae City

a meeting will be held at the Company's conference room

at Cecil Hotel

at the first place (From: in the first place)

with the hospital at your left

c. When referring to time, use on.

e.g. on the given time

on the date, 16th May, 1978.

on the week beginning 21st to 27th May

on the time of the accident

This way of using on, although not correct to a native speaker, is consistent, and the meaning is clear. It may be an over-generalisation of "on the day", a common English time phrase.

Other than these examples, the data does not show any consistencies in the use of prepositions by the students in the

study. Sometimes it seems that any random preposition will do, and other examples of misuse appear to derive from analogy with other, similar constructions.

d. Some examples of the misuse of prepositions:

In the past 20 years I have been working

travelling at N.E. direction

anchored on the Madang harbour

on this address

I will be much appreciate in hearing from you

applicants to the above position

Further details is given on the C.V.

in the enclosed copy about my C.V.

at the enclosed copy of my C.V.

I enrolled to the PNG University of Technology

I enrolled into the University

I applied for University of Technology

in completion of my Grade 10

your immediate action for my request will be appreciated

support my application of transferring

because of the following reasons

I am capable for the job

an announcement will be made at 11.15 to 11.30 am

when one VIP comes to visit us next month, do the best you can to your abilities

the evidence he gave to the main cause of death

4.0 SUGGESTED WAYS FOR REMEDYING ERRORS

The purpose of the research project was to identify major areas of error and not to provide, at this stage, ideal formulae for their rectification. However, below are some suggestions arising from the identification of certain types of deviant written forms.

4.1 Pronunciation Errors

These errors are deeply entrenched in the students' English by the time they arrive at the University of Technology. The only suggestions that we can make here are for teachers to be aware of the problem areas in pronunciation, and to use the language laboratory drills and exercises designed to show phonetic contrasts. This would require additional teaching time since the present programmes are already overloaded. These should not only contrast minimal pairs in English, but should also include problem words buried in sentences. More appropriate exercises could also be recorded, modelled on, for example, the aural part of the British Council Davies Test, which includes questions on a brief conversation to test phonetic distinctions made in actual speech use.

4.2 Carelessness

Teachers should be prepared to spend more time pointing out serious deviations from acceptable English, and try to minimize errors due to carelessness. More emphasis on frequent dictionary use would eliminate many of these mistakes.

4.3 Plural/Singular and Count/Non-Count Noun Distinction

This appears to be a problem caused to a considerable extent by carelessness, and lack of checking written work by students (except where it is a phonologically-based error). The habit of checking and re-checking should be cultivated by lecturers, after making the students aware of the problem. There are, however, particular problems with count and non-count nouns, and lecturers need to take this into account.

4.4 Subject-Verb Agreement

Agreement is drilled by teachers from the first year of English schooling, and errors in this can also be ascribed to students' carelessness, and lack of checking work. It belongs to the category of errors called the "ooh-ah" errors by Johnson (1974) (from the noises

of surprise made when the students notice the mistake themselves, on simply having the error indicated to them). These can often be corrected by the students themselves in the classroom. However, there seems no point in drilling this again at the tertiary level. One can only point out to students that it is a common mistake corrected from primary school level, and unaccaptable at university level. Less tolerance of carelessness and more checking by students would eliminate most errors in this category.

4.5 Phrasal Verbs

Phrasal verbs, or verbs of collocation, are a source of common errors for many non-native speakers of English. There are plenty of remedial exercises available, but in many cases the error has become part of the idiom, in this case, of Papua New Guinea English, and this is changing rapidly anyway. Perhaps they can be viewed as less than serious errors, except where exact precision of expression is needed, (e.g. "insert the rod between the jaws" rather than "insert the rod in the jaws").

4.6 Problems of Level

In the Introduction, we mentioned the problem of level, (cf Joos (1967), and his five 'styles' of English - 'frozen', 'formal' 'consultative', 'casual', and 'intimate'). A conversational, familiar level is often used by students at the University of Technology where a more formal level is needed, for example in business letters, reports, etc. Lecturers need to point out and emphasise the differences between spoken and written forms of language; this is especially necessary in this country where, traditionally, there was no written form as distinct from a spoken form. However, in many cultures of Papua New Guinea, there were, and still are, informal and formal levels in speech, and this could be pointed out to students when contrasting written and spoken forms of English.

4.7 General Considerations of Style

Related to problems of register mentioned above, but separate from them, and also connected with reading problems, is the question of style. By this we are not referring to literary concepts of style - this is, after all, a University of Technology - but to the need to express oneself clearly in short, simple sentences. A considerable number of errors arises from students' trying to write complex sentences which end up by being incomprehensible non-sentences. It is obvious that the longer the sentence the greater the potential for errors; shorter sentences give less margin for error. Lecturers need to emphasise that simplicity of style has as many virtues as simplicity in life-styles, technologies, or administration. There is nothing wrong with simple statements of the subject-verb-object variety. The more relative or embedded clauses in a sentence, the less likely it is to be understood, and the more errors are likely to be made in its construction.

There seems little attempt in the university as a whole to express itself with the greatest economy of words in the shortest of comprehensible and correct sentences. This should be its aim, bearing in mind that English is not the mother tongue of the students, nor, increasingly, of the administrators. The notion that the complex or the obscure is a style to be imitated needs to be vigorously challenged and corrected at all levels, not just in the English language classroom.

4.8 Reading

Many writing problems can be attributed to very low levels of reading in nearly all the students with whom we have had contact both through this study and in classes. If they read more English (other than comics, which reinforce an oral tradition, not a written tradition), they would unconsciously absorb written forms. Results from recent reading surveys conducted by a number of lecturers in the Department of Language and Social Science indicate that the majority of students in first and second years do not read anything at all except the occasional newspaper, and printed hand-outs from their classes. Little use appears to be made of set texts, and often these are written in language too difficult for ready assimilation. Reading books for relaxation is rare, as

the students do not see reading as relaxation but as a form of work.

We believe that an intensive, coordinated reading programme is needed, in both professional and general areas. This needs to be checked by lecturers on a regular basis. More appropriate textbooks should be set by professional departments, appropriate to the level of the students' English, and where they do not exist, appropriate hand-outs should be prepared. Frequent checks are needed to ensure a) that they are being read and b) understood

APPENDIX I

ERRORS DUE TO PRONUNCIATION

1. Spelling Errors

the character we the judge

wether

officals

for verious reasons

his Onour the judge

an partly

Defence council

which is bodly harm

a National Court seating

he fell off the sit onto the floor

the other is the repressant of the state

as a result of bodly damage

Procectutor

smothly

the evidence that were brought up where much more reasonable

if he had remaned in hospital

first off all

accussed

Spreme court

the accusor pleated guilty

should be punished severly

I could not make any commence

Anywhere, the court case we heard

in Sesol Hotel

the court was post-phoned

the judge judged and made his decision

dupty

outside Daisel hotel

dicisions

he will send the accused free

accussed

unconsius

I fell that they to be judged (charged)

in serving the life of.....

if they're not judged then (charged)

as far as I am concered

if the judge then readly found

counsellor

where it is forbitten

his change to live

how can one be sent free?

he commended the accused to stand up

Engau Hospital (Angau)

he must be given a change

zero Kilo Nuton

whisch

onse it breaks

graph one is the extenson vuses the load

yeald point

spesimen

flatform

centre of each flat forms

speciman

was held tired

distancs

between the two jawls

it has being seen

dial gaze meter

the extensometers were taken of

the strenght flows

dial gauze

the upper and lower greeds

the load vale

vanier calipers

on observationts

vernier calibre

in this tape of steel

greeds

accured

the load preasure

mield steel

proporsinal

a piece of mild still

the road remained parallel (rod)

the instructments

weather the mild steel rod was better

elogation

excert forces

the dial gauge was sitted on

minium

loads which succeed this point

expirment

Vaneer Calipers

it expans

Tinius Ulsen

illongating

upper plate form

who fled guilty

not all citizens of this nation comprehen

imprision

in season (session)

dealth with

asulting

the man was on trail previously

even thoug

involvement of dependents (defendants)

the dependent

for conclussion

his riotius action

the corpse mistreated (him) by throwing (him) around (cops)

tell the truth throught the court session

and being sitted

limited to the extend it is structured

enterpreter

majistrate

agin

artitudes

superine Court

quiet unsual

adviced the defendent

I quiet found interesting

deliquent

lisence

iliminated

how the ocurt will jurge the trouble-makers

in the casedy

bale

jurgement

I charge the policeman who arrested him

decipline

Royal Contabulary

a tarf punishment

latter (later)

whatever turf work

for certain periord of months

the Smuggles Motel

was confussed

evidents

to advice

before accusion the people

on one secassion

he was under liquer

ententions

with the told money of K15.00 (total)

Coastal Wata Motel (Coast Watchers)

sail pass these both

around the cost (coast)

exectly

you come to a building on your site, that's is called Masonic Temple

and pass the Coast Watchers Memorial

about 15 yars away from the shore

Mesonic Temple

eighter (either)

suprime court

souvior (severe)

seperated

and have complited

maintainces

my exception (acceptance)

constracting

experiance

to equilise

nother way

neutrolize

electrode stripes (strips)

change the corase there

futher up

which is quiet interesting

Mazonic Temple

because I have been has a school prefect

the extend of my education is

road maintaince

sewarge systems

contect

applycation

workin

your refrees

I attained Hutjena High School

my qualyplication is

to the each to the wharf

your distination is finished

curves and channel

touch the metal part concert

considerable damage

morderen

my long vocation

the Post Curriar

I am always enthustic

referances

conserning

and buring them deep in the ground

the position of technical Assistance

for further consultants I am available

I maulticulated

avaielable

semister

Post Corrier

the position of Technical Assistance

gentlement

I attanded Bugandi

direct entery

studend

presen position

martial status

advertizement

sincerly

futher

a transfere

there is less changes of promotion

I am confidence to provide

I am intersted

accedemic results

my finanicial support

were I can be of use

and often wonder around

of a draughtman

to loose such a chance of

crop dicease

furtheremore

the Duputy Headmaster

my refree

the Personal Manager

carriculum vitae

curriculin vitae

cirriculum vitae

the Pessonel Manager

and I fill that

won't go any way as far as development is concerns

previledge

my fellow employers

All staff are adviced to cooperate

profit or loose

it is remainded that

any quiries

lunce

againts

organasations

the company directors' launching room

it will be a pad show

employees will have theirs on the loan in front of the office

or remain at provisional level (provincial)

resteraunt

here are the following perticulas

personal dept (personnel)

staff concerned are advice to

the success of his visit lies greatly on

if axcepted

I hope the above information my justify you

the upbove position

quiet a lot

is very must needed

looking throught the company records

when an engineer is upsent (absent)

that there particular areas

and was excepted

unfogetable

extenson meter (extensometer)

extenson gauge

extenser meter

extension meter

extensen meter

extensormeter

extensermeter

extenometer

the piece of mild steel stresses (stretches)

to elongate or stress

the force used to stress the specimen

or stressed constantly

so that the steel can be stressed

the steel starts stressing

the stress is very rapid

altermate (ultimate)

the altimate load

ultumate

ulternate

ultamate

alternate came to be

speciement (specimen)

spaciment

speciment

than it is regarded as the superior court

we than went into the court house

the judge than asked questions

and than after that

he than sat down

and than the judge stopped him

the police than came

the data was than tabulated

than the piece of steel

than turn right and travel

you than walk inland

than slip pass the bay

you than set your boat

than the problem of electric shocks could be solved

than my people won't go..

for more then two years

rather then village court

not greater then

a load more then

rather then enjoying himself

he's one-day programme

he's name is Mr L. Toga

through he's rounds

feel that his among friends

2. Demonstrative Errors

because of all these

when he did all these

these place includes Coast Watch Hotel

I like these position as manager

I entered these university

this courts

so this are my reasons

majority of this cases

on this cases

this bills

you must follow this instructions

of this children

this people

what problems it has and how this can be solved

3. Past Participle Errors

sentence to jail

the man would not have probably die

they are practise in different stages

than it is regard as the superior court

the district court cases are preside over

the district court cases are judge by

the lawyer then change the story

his productive period has been shorten

thus, when switch back

insertet

suppose to be solved

he was ask why

will always be involve

the penalty impose on him

the person concern for

also be frighten

is charge for

was not bias

which shape like a rectangular object

and were attach to the pipe

where the material use in both are well spread out

can be obtain from

must be establish

in the enclose copy

the above mention university

as far as development is concerns

as far as development and self-reliance programs are concern

I have jot down some points

staff are require to

will be greatfully acknowledge

five schedule events

I would be oblige that

the following people name are

I have work for lands dept

can be obtain from

to be discuss

as advertise in May 11th's Post Courier

I have work for a year

4. Adjective Errors

it could have been the death person himself

the accuse and his witness

the supporter of the accuse

a curve one

the occupants won't be very saved

staff is welcomed to attend

5. Verb Errors

83

I would probably sent him free

the old fellow punch him one

caused him to fall down and bumped his head

this system consist of

this old man decided to punched one

I strongly like to say or emphasis that

the dial stop at

necking occur

it stretch 16.7 mm

the values we obtain

to test and observed

it does not proof this

when we use low range, the speciman did not yield

the real testing begin

the chief justice release him

when this happen

and these courts deals with

it really interest me

or people would received electric shocks

the staff don't give me help when I asked for it

I gain a certificate

because the rod slip off a bit

I hereby enclosed

6. Plural Errors

there are four level of courts

twenty minute past nine

after a few second

different kinds of test

their husband

with the womens brother

if those statement

various court

and witness will be brought

these court system are

one of the case

who sell their body for money

the country present need

and a news men

by man (men)

as an apprentice fitter-machinists

These are metal rod, metal strip

one of the first year architecture student

as an operation co-ordinator

language spoken (plural)

that his among friend

in one of the hostel

visit account section

7. Possessive Errors

the judge associate

this was one of the accussed excuses

I really think that Sam head

the judge decisions

the Children Pool

the country present need

some of the province exciting places

if the earth crust doesn't contain

spouse name

when one of the lecturers (their)

for master degree

8. Numeral Errors

a 16 year old man (should be sixty)

9. Noun Errors

the murder was accused

as a result of bodly damaged

the murder has a good behaviour record

a shock which may lead to dead

for open discussing to anyone

English lecture (lecturer)

after completing 4 years of secondary educating

10. Present Participle Errors

he will be given a speech (giving)

APPENDIX II

CARELESS ERRORS

The project the we carried out

where the use small machines

because we were not doing the properly

we come up to a conclusion the we'll camp at the other side of the river

how to check you data

it will help use to understand

becaus

I alway thought my everyday English is perfect

the information about you bank

and because there is no least import I thought to put dictation as the least

but we are wasting out time going our the same thing

vocabulary also helped us the understand some of the terms

Archect (architect)

Christams

What a expect to do after I finish at this University

anit corruption (anti)

martial status (marital)

twice a hard (as)

apart from anit-malaria sprey (anti)

the are lots of work to be carries out

as an appropriate situation fro a new bridge

a piece of land on which we built out camp

an say (and)

It is clear the he could remove the safe by himself

I urge you all to give you corporation (your cooperation)

on of the valves is attached

waster (water)

These valves are flat and circular is shape. (in)

the pistol goes up (piston)

I hope to __ back to my sponsors as a graduate in Cartography
(go)

I am seeking vacation _____ with your organisation (employment)

credists (credits)

Feferees (referees)

remember the visit is imortant (important)

if more that this it would be unsafe (than)

if better grounding a to be made (are)

or by spreading out the connections and and buried deep in the ground

but on carried it to protect him (only)

not guilt (guilty)

agin (again)

or ar required to (are)

the based their accusation (they)

it in sometimes difficult

and am sure of making and enjoyable career

I feel that I opportunity is given, I will give a satisfactory service

The are levels of court in PNG (there)

an Associate Jude (Judge)

Department of Civil Agency (Civil Aviation Agency)

APPENDIX III

ERRORS IN PLURAL AND SINGULAR DISTINCTION, AND COUNT/NON-COUNT DISTINCTION

1. **Plural rather than Singular**

it also offers good salaries
you won't find any difficulties figuring out
on radios
persons whom they hate for some reasons
by which the buildings itself is earthed
and also he is just over 60's
but since he had internal sicknesses he could have died
because of no previous bad records
without the increase of forces
when forces is applied
and the Judiciary arms
and as results the steel rod got smaller
on my academic performances
we then went into the court houses
his main purpose for the visits are to make sure
the programs during Mr Morgan's visit are as follows
this would be a unsolved problems in the near future
these girls to goals
villages court
to observe the procedures
no more loads was applied
and get some practical experiences for my course
I shall be pleased to attend for interviews
and to help my people to start business on village scales

a full report on the company's performances

putting on a good job performances

he might help us in someways

for two days on Thursdays and Friday next week

performance of the company's financial situations

you can obtain more information about my personalities

I completed my three years course

a Papua New Guinea citizens

The BBQ will take places at

there are four types of groundings

of the 5 years degree course

told us of what normally takes places

and show him around the places

run away to other places

and Captained the second grades volleyball team

an electric shocks

Smugglers Motels

at Admin Residences

the Pook Islands

2. Singular rather than Plural

all these police vehicles has iron bar and metal behind

by hospital authority

the accused and his witness

these punched hole would move further apart

to take precaution of the dial gauge

are the village court

for attacking somebody in group

or people charged with offence

and witness will be brought

at equal interval of load

for reference contact

my present qualification is

everybody are looked upon as equal

because of uncured plant and crop disease

I took up a job with Public Work

the following responsibility were carried out

parts needed for the machine to be fixed with

I can also provide reccomendation if you want them

my character and academic reference can be obtained from

you should think if asking question

and be there in above mentioned places at given time

Language spoken:

I thought my working life (would) be working with people and machine

has been inflicted by family problem

I will be happy to give you my reference

of the surrounding

who sell their body for money

and construction job

they are at present making investigation in different organisation

on the dates and time specified

listed hereunder and five scheduled events, their time, and location

the necessary steps you usually take to achieve the result of your work

I have the qualification and the experience in supervising

curves and channel

for my qualification I got my...

the first and the third method involve

because of the dangerous electric shock on human being

earthing provides safeguard against

connection to metal strips, rod, and attached to pipes

grounding connection consist of

electric appliance (are) earthed by means of

these are metal rod

if the metal rod and metal strip are not grounded

because of electric shock

to provides safeguard

3. Demonstratives + Singular or Plural

and these boy

these court system are

this bills has been agreed to

if those statement

4. Numerals greater than 1 + Plural

the two different extension

he will stay for three day

on his two days visit to Lae

of three year imprisonment

about sixty year old

twenty minute past nine

there are four level of court in PNG

using 2 reading gauge

5. Noun Compounds

the Account Department

as an operation coordinator

visit Account Section

on paydays afternoon

would like to apply for the position of Traffic Office

the post of Operations Coordinators

for a position as a traffic officers

I worked with Plants and Transport

Structure Laboratory

6. Errors in Plural Forms

it is common for married woman

he had to bring round married woman

by man (men)

that includes foremans

7. Preposition + Plural

that he's among friend

was installed between the platform

8. Enumerators + Singular

at every 4 KN interval

every cases appearing in the Supreme Court

with all supervisors of every departments

every operatives in the factory

the types of criminal matters each particular courts are liable to handle

in each sub-provinces

on each individual performances

9. Enumerators + Plural

different kinds of test

some of the failure during the experiment

types of court system in PNG

all the executive will resume their work

at all time

used by lots of Papua New Guinea

after a few second

write to one of the following address

he is one of the director

I'm one of the enrolled first year architecture student

one of my referees name is

biology is one of my favourite subject

when one of the constable

in one of the hostel

one of the case

one of the most important high court we have in this country

10. Count and Non-Count Noun Errors

clothings

He didn't have many evidence to present

To give evidences which might decrease the length of imprisonment

Some of his evidences and statements were

further punishments

equipments

in case the one equipments doesn't work

the building of reinforced concretes

I have no other experiences in other aspects of life

exactly the same procedures as with the first case

he carries out researches

without knowing what the matters were

for further details of my educational background and work experiences can be obtained

had to wear their safety gears

your cooperations will be greatly appreciated

and everyone has a freedom to talk

staff personnels

the equipments used were

and I need your cooperations

to collect certain informations

details and other informations are given

then create troubles

by giving him bodily harms and damages

at our headquarter in Tokyo

all the staffs who, applied for payrise

tea with the staffs

every staffs have to dress neatly

APPENDIX IV

ERRORS IN SUBJECT/VERB AGREEMENT

AND VERB/COMPLEMENT AGREEMENT

Write a sentence which classify the methods

This will affect the people if the underground water use the "metal pipe earth electrode" as their pathway to flow through.

which the buildings itself is earthed

wires which leads to the ground

the metal parts is grounded

the first and third methods involves

the two main types of methods of setting up a good earth connection is as shown

where the material used in both are well spread out

earthing therefore supply a safeguard

anyone who happen to touch a live metal part

my qualifications includes

I have the qualification and experience in supervising that is suited for this job

I am a single and are a male

but it is still have some good use to Madang

The very recent court system introduced into various communities by the government are the village court.

evidence have to be stated out

exactly the same procedures as with the first case was carried on

these bills has been agreed to

these courts deals with

when this happen

what he or she have told the magistrate are true

his presentation of his arguments were really good

this system consist of

the evidence that were brought up

all these police vehicles has iron bar and metal behind

this type of people are not really interested

a fellow who hear and decides court cases

after each person have summarised

the reports was based on the disease

further information of my background and experience are given in the enclosed copy of my C.V.

My eagerness have brought me thus far

I am a 19 years old person and comes from Rigo

there is my last years qualifications in the following subjects

your replyments is much valued

I am a eighteen year old student at the University, single, and is very interested in taking up the position

if my application meet with your approval

the Natural Resources Dept who are willing to take me in

if there are any information you need

there is less chances of promotion in this section

everybody are looked on as equal

I heard that he badly need a Postmaster

the land products of my country is going down

further details of my educational background is given

information with regard to my qualifications are as follows

my qualifications in biology is satisfactory

I am a second year student ... of the above address who wish to take up the job

apart from that it really interest me

my referees is

when he visit the factory

the proposed plans of branching out our firm overseas is under discussion

Thursday, 9.00 am first round of talks start

the programme of his visit are as follows

his main purpose for the visits are to make sure all the branches

the future budget for the extension and improvement of the company operations depend on his recommendations

he carries out researches and make reports to the Head Office

here are his visiting programme

the programme for his visit are as follows

it is important to the company to have such man who have wide experience to give us advice

there are the statement of his programme

APPENDIX V

ERRORS IN USE OF PHRASAL VERBS

1. Wrong Preposition

get on your dinghy

I was last posted at the Hornibrook Construction Pty Ltd.

you must head for North direction

keep in sight with the coastline

Pook Island lies on the south-west

travel by the coast to

staff can therefore help for the visit's success

I urged for all staff's cooperation

you may like to ask Mr Millon on what he thinks of this company

he will be presented of a gift by the company

are suited for each person

what I thought to the suggestion of 3 years imprisonment

who is charged on the criminal cases

the accused agreed on any questions the judge asked

faced to the front

convicted for different offences

a question that I didn't bother to ask about

then I enrolled into the University

I enrolled to the University

I am confident to provide my own accommodation

they will be put to prison

I feel sympathy of what the police would suggest

I am keen in Biology

before I applied for University of Technology

in which I think I can afford to fill in

I am applying to that job

to enroll into this University

2. Wrong Adverb

you members can ask him of problems you face in the company

the staff are required to put forward good performances

we get confused for recording the readings properly

the force applied on the steel rod

and knows quite a lot in running a business

I ... wish to take up the job

he would only have sentenced him for a few months

ask questions on certain things

and have attached with the letter my school certificate

a specimen was inserted in the jaws

divided in five portions

if you accept me to the job

3. Omission of Adverb or Preposition

if it's not serious then they will be allowed on bail

the cases are presided by the village elders

if this could meet your approval

and reasoned them children

to care and discipline their children

making sure you don't leave the coastline of your sight

I would be very happy to supply you it

I am willing to engage that position

my application is agreed by the Head of department

I am interested and suitable for the position

4. Confusion of Verb + Adverb and Verb + Preposition

Mr Morgan will be looking up some of the company's books in the office

he will visit the company's surroundings to familiarise the location of the company

their cases are carefully dealt by

I pulled myself up to stand

I enclose with my C.V.

the accused man for murder

5. New Forms

your participation, attitudes and mannerisms will reflect to the outcome of the discussion

I very much appreciate your invitation which came out through the Post Courier

he has engaged in the position for three years

the reputation of the company decides on each individuals performance

evidence have to be stated out

the magistrate has to state out typical punishments

I wanted to take up the job and help my family

the judge then asked questions to the accused

I will be much appreciate in hearing from you

and was accepted to take in surveying course

who had been alleged for murder

issued out

6. New Forms from Analogies with other Phrasal Verbs, etc

to take up Bachelor of Technology

I took up a job with the Public Works Department

I am requesting for a transfer to the Local Government section

I urge for an immediate approval for my request

you must swear before the Bible

the lawyer then requested for the accused to be suspended

to trace up the evidence

we request for financial support

advertised on the Post Courier

7. New Form from Tok Pisin

he'll be put to court again

he tells out what he knows

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